

Full
Academic
Year
Business
Rules

2015

Contents

Overview	2
Definition	2
Data Sources	3
MSDS	3
Assessment Records	3
Student Record Criteria	3
MSDS	3
Assessment Records	3
General.....	3
Examples	3
Uses of FAY.....	5
End Note	5

Overview

This document serves to provide a definition of Full Academic Year (FAY) and the business rules used for its calculation. This definition and set of business rules covers the use of FAY in the Top-to-Bottom Rankings, Michigan School Accountability Scorecard, EdYes!, and Performance Based Funding accountability systems.

The concept of using FAY students in high-stakes accountability decisions is to ensure entities are only held accountable for students they have instructed for a minimum length of time. Students enrolled for only a brief period of time, and that have not yet benefitted from the entity's instructional services, are excluded from accountability calculations related to performance.

Historically, FAY has been based on student count days. Michigan schools receive funding based on student enrollment attendance on two count days – one in October, and one in February. The two count days and additional End-Of-Year (EOY) MSDS collection in June, formed the basis of Michigan's FAY definition for a number of years. For the 2013-14 school year, Michigan counted students in grades 3-9 as FAY if they were present on all three of the previous school year's count days (Fall, Spring, End-Of-Year). The previous year's count days were used because students in elementary and middle school grades took assessments in the fall that reflected instruction received in the previous grade level. Students that took the high school assessment were considered FAY if they were present on the previous four count days. The high school test was given in the spring, so the previous four counts included most recent Spring, Fall, End-Of-Year, and previous Spring.

Starting with the 2014-15 school year, students attending public schools in Michigan will take state assessments in the spring. This made a change to the FAY definition necessary for students that would have previously taken a state assessment in the fall. In the interest of simplicity and standardization, the former FAY definition will be changed so that all students in Michigan's accountability systems (Top-to-Bottom, Michigan School Accountability Scorecards, EdYes!, and Performance Based Funding) are identified using the same definition.

Definition

A student has full academic year (FAY) status when they are present in the same entity for both the fall (October) and spring (February) count days, and are assessed by the same entity. That is, students are considered FAY when their Fall Primary Education Providing Entity (PEPE)ⁱ entity code, Spring PEPEⁱ entity code, and assessing entity code are all the same. Students not present in all three snapshots are not FAY.

District FAY status will be determined by students whose fall PEPE district code, spring PEPE district code, and district where the students test are all the same. Building FAY status will be determined by students whose fall PEPE building code, spring PEPE building code, and building where the students test are all the same. Thus students who remain in the same district but change buildings will be district FAY but not building FAY.

By changing one of the count snapshots to use assessment records, FAY determinations will now be made independently for each test cycle in which a student participates. Thus all grade 11 students will have 3 separate FAY determinations (one for ACT, one for WorkKeys, and one for the M-STEP summative).

Data Sources

MSDS

Student count day data is taken from the appropriate Michigan Student Data System (MSDS) collections (fall and spring). The records processed will include those submitted up to the collection certification date.

Assessment Records

Student test location data is taken from student assessment records returned by the assessment vendor and stored by MDE in the Secure Site. For online testing, location data are captured through a student's online test session. For paper/pencil testing, location data are captured through a student's returned answer document.

Student Record Criteria

MSDS

Student Records are attributed to the PEPEⁱ school/district for each student in FAY calculations.

Assessment Records

Students must have a valid test score to be included in FAY calculations.

General

Students must have their Fall PEPEⁱ entity code, Spring PEPEⁱ entity code, and assessing entity code all be the same to be included in FAY calculations.

Examples

Student A has an enrollment date of 8/28/2014 in Capital City School District's (district code = 89000) Capital City Elementary School (building code 89999). Capital City School District is identified as the PEPEⁱ district and Capital City Elementary School is identified as the PEPEⁱ school for Student A in both the October 2014 count and the February 2015 count. Student A takes the required 5th grade assessments online at Capital City Elementary School in Spring 2015. Student A receives full academic

year (FAY) status for Capital City School District, and Capital City Elementary School, and is included in the district's and school's proficiency calculations for accountability.

Entity Level	Fall Count	Spring Count	Spring Testing	FAY Status
District	89000	89000	89000	FAY
School	08999	08999	08999	FAY

Student B has an enrollment date of 9/5/2014 in Capital City School District's (district code = 89000) Capital City Elementary School (building code 89999). Capital City School District is identified as the PEPEⁱ district and Capital City Elementary School is identified as the PEPEⁱ school for Student B in the October 2014 count but Student B has a different PEPEⁱ district and PEPEⁱ school in the February 2015 count. Student B re-enrolls in Capital City Elementary School after the February 2015 count and takes the 4th grade state assessment. Student B is not considered FAY in any district or school and is not included in any district's or school's proficiency calculations for accountability.

Entity Level	Fall Count	Spring Count	Spring Testing	FAY Status
District	89000	99999	89000	Less Than FAY
School	08999	09000	08999	Less Than FAY

Student C has an enrollment date of 8/28/2014 in Capital City School District's (district code = 89000) Capital City High School (building code 89998). Capital City School District is identified as the PEPEⁱ district and Capital City High School is identified as the PEPEⁱ school for Student C in both the October 2014 count and the February 2015 count. Student C is also reported with a 0 full time equivalency (FTE) value. Student C withdraws from Capitol City School District and takes the Spring 2015 ACT Plus Writing and WorkKeys assessments at another district. Student C then re-enrolls at Capitol City High School and takes the required grade 11 Spring 2015 summative assessments online at Capital City High School. Student C is NOT considered FAY for ACT Plus Writing for any district or school and those results are NOT included in any district's or school's proficiency calculations for accountability. Student C is considered FAY for the grade 11 summative for Capitol City School District and Capitol City High School and is included in the district's and school's proficiency calculations for accountability.

Entity Level	Test Cycle	Fall Count	Spring Count	Spring Testing	FAY Status
District	ACT	89000	89000	99999	Less Than FAY
District	WorkKeys	89000	89000	99999	Less Than FAY
District	M-STEP	89000	89000	89000	FAY
School	ACT	89998	89998	55555	Less Than FAY
School	WorkKeys	89998	89998	55555	Less Than FAY
School	M-STEP	89998	89998	89998	FAY

Uses of FAY

FAY is used differently across Michigan's accountability systems. The two primary uses of FAY are:

1. Determining which students are included in the accountability system for performance reporting. That is, students must meet the definition of FAY to be included in the accountability system for performance purposes. Note that FAY has no impact on participation, which is based on enrollment at the time of the testing windows.
2. Determining which schools/districts are included in the accountability reports on school/district performance. That is, schools/districts must meet a minimum count of FAY students to be included in accountability reporting on school/district performance. An example of this is having 2 years of at least 30 FAY students to be included in the Top-to-Bottom School Rankings.

The table below lists Michigan's accountability systems and shows whether that system uses FAY when determining which schools/districts and students are included in the accountability system. Please note that for more details on each of the various accountability systems, please visit www.mi.gov/baa and click the link for the accountability topic of interest.

Accountability System	Schools/Districts must meet a minimum count of FAY students to be included in the accountability system?	Students must meet the FAY definition to be included in the accountability system?
Top-to-Bottom (TTB)	✓	✓
Priority, Focus, Reward (system is based on TTB)	✓	✓
Beating the Odds (BTO) (system is based on TTB)	✓	✓
Michigan School Accountability Scorecards	✓	✓
Education Yes! (EdYes!)	✓	✓
Performance Based Funding	✓	⊗
Annual Measureable Achievement Objectives (AMAOs)	⊗	⊗

End Note

ⁱ PEPE, or Primary Education Providing Entity, is the entity bearing primary responsibility for a student's educational outcomes. PEPE is defined by the Center for Educational Performance and Information (CEPI). For a full definition of PEPE please refer to the section labeled "Primary Education Providing Entity (PEPE)" in the document titled "Understanding Michigan's Cohort Graduation and Dropout Rates" posted at CEPI's website (www.mi.gov/cepi).